

ABSTRACT BOOK **EDUSREF** | 2018

“Improving Education as a
Social System in the face of
Future Challenges”

International Conference, 6-7 April 2018, Ankara, Turkey
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EDUSREF 2018 ABSTRACT BOOK

“Improving Education as a Social System in the face of Future Challenges”

Editor: Mustafa Ozmusul

ANKARA

APRIL, 2018

Contents

About EDUSREF 2018	4
From Editor/Chair.....	5
Scientific Advisory Committee.....	6
KEYNOTE SPEAKERS.....	7
EDUSREF 2018 CONFERENCE PROGRAMME	8
Keynote: Mustafa Zulkuf Altan, Erciyes University.....	15
Keynote: Saime Ozcurumez, Bilkent University.....	16
Keynote: Mehmet Demirezen , Ufuk University.....	17
The effect of familiar vs. Unfamiliar text on Iranian EFL learners' intensive reading comprehension	18
A community of virtual practice in the degree of Pedagogy at the University of Barcelona.....	21
Competences for Intercultural and Interreligious Dialogue in Teacher education.....	22
Assessment for Migration Students : Aiding Culturally Responsive Assessment in Schools(ACRAS) in four European Countries	23
A Comparative Study of The Effect of Bologna Process on Czech Higher Education and Italian Higher Education	24
The Design of Academic Writing Groups for EFL Postgraduate Students.....	25
Migration and educational equity: Special needs education as a solution for low achievement.....	27
Intensity thinking in digital self- health management- fundamental questions of design strategy	28
Utilizing design Based Methodology in Course planNing and development	29
Filling in the Fun Parts: Interactive Fiction and Inclusive Education.....	30
The Most Failed Countries: Reasons for Failure in PISA	32
Inclusive Education in the context of Kuwait	33
Views of Turkish Migrants In Retirement On Return Migration: Attitudes Towards Migration	34
The Examination of the Relationship between Pre-School Education Teachers' Self-Efficacy Beliefs and their Attitudes towards Children	35
Neoliberalism, Education and Democracy: An Egalitarian Criticism.....	36
The Awareness of Parents about Montessori Education: Sample of Ankara & Seattle	38
Continuing professional development: A Review of its Spread and Impact.....	39
International Students and Discrimination in Higher Education: A Literature Review.....	41
Learning beyond the Classroom	42
Lesson and workshop enrichments for the education of the gifted via argumentation based forensic chemistry activities for enhancing gifteds' critical thinking	43
The Effect of Watching Documentary in Geography Education to Student Success	46
Effect of EBA Assisted Instruction on Student Achievement In Geography Teaching	47

The Views of Refugee Students about the Problems They Faced at Turk Schools	49
Secondary School Teachers' Views about Refugee Students	50
How being close to conflict zones affect learning comprehension of students?	51
Place of Population Topics in High School Geography Curricula	52
Determining gifted students' futuristic science-technology application images for lesson-workshop-project enrichments	53
The Social Support Satisfaction Situations of Mothers Who Have Children with Hearing Impairment and Speech and Language Disorder	55
Strategic Leadership in Centralized Education Systems: The Possible Dimensions	56
Spotting the place of the topic statement in paragraphs in foreign language teacher education	57

About EDUSREF 2018

Establishing in 2018 as a scientific initiative; Education, Society & Reform Research (EDUSREF-2018) is an International Conference that aims to bridge the knowledge gap, promote social research esteem, and produce democratic information for potential education reforms.

As the other social systems, the education systems from pre-school to higher education face the challenges deriving from social, demographic, economic, technological, political, and the other trends both in local and global level. It seems vital to respond to these challenges in short-term and prepare the reform frameworks in long-term for making and preserving education systems more effective than ever before. At least, one of the ways of this attempt is to enlarge and disseminate what we know about education and society.

In this respect we expect the contributions of social researchers dealing with in the conference topic in the field of education, sociology, psychology, philosophy, management, economics, social anthropology, law, social statistics, etc. No particular methodologies will be preferred and we expect the submissions that reflect the widest range of robust and imaginative research designs.

Conference Topics

Paper topics may include, but are not limited, to the following:

- Educational Policies and Practices
- Trends and Challenges Shaping Education
- Large-Scale Assessments in Education (PISA, TALIS, PIACC etc.)
- Economic Challenges (i.e. BREXIT) and its Reflections on Education Systems
- International Benchmarking /Indicators
- Comparative Studies in education
- Social Transitions & School Culture and Climate
- Socio-Psychological Analyses for Education
- Social Media and its Reflections on Schools
- Migration and Education Studies
- Gender and Education Studies
- Inclusive Education
- School Improvement
- Creativity and Innovation in Education
- Innovative Learning Environments
- Curriculum Critiques
- School Leadership
- Performance Appraisal in Education
- Law of Education
- Professional Development
- Teacher Education
- Developing Higher Education Systems

From Editor/Chair

Drops get lake...

There is a proverb in Turkish as like *drops get lake* “*damlaya damlaya göl olur*” or can be said similarly in English as “small is the seed of every greatness”. Each scientific result seems a drop that can be a part of big one. EDUSREF aims to create scientific drops that can be useful for potential education reforms both for today and the next. These drops can also be likened to the signals that alert the policy makers and the all players with a considerable role in reforming the education systems.

We cannot forget that education is a social system that is fed from social issues and the societies both at the home and abroad. This is like a filter to put all the initiatives reforming the education systems. For that reason, main theme of the EDUSREF 2018 has been “Improving Education as a Social System in the face of Future Challenges”. Writing, saying, listening and especially considering at this conference at least we wanted to touch on, even though it is difficult to find out everything useful and helpful.

One point that I want to focus is that all we as academicians, teachers, policy makers, theorists, implementers, public and private institutions, NGOs, everyone in this universe in short, both locally and globally should be more connected to make real collaboration if we expect strong and inclusive reforms in the education such as the other social systems should do.

I would like to thank the all people who are scientific committee, keynote speakers, session chairs, paper presenters, and who contribute to establish the first EDUSREF conference which as designed as a boutique one but hoping to be insightful, efficient and impressive.

I feel sure that the next part of the EDUSREF events will continue growingly.

Have a good conference!

Cordially

Mustafa Ozmusul

Conference Chair

Mustafa Ozmusul, PhD, Faculty of Education, Harran University, Turkey.

Scientific Advisory Committee

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 Ulas Sunata, Ph. D, Center of Migration and Urban Studies, Bahcesehir University, Turkey
 Vafa Kazdal, Ph.D, School of Education, ADA University, Azerbaijan

KEYNOTE SPEAKERS

Mustafa Zülküf Altan, Ph.D, Erciyes University

Mustafa Zülküf Altan is a full time professor in ELT at the Department of Foreign Languages Education at Erciyes University, Turkey. He completed his B.A. at Selçuk University, M.A. at Bilkent University, and Ph. D. at Çukurova University, Turkey. He did his post-doctoral study on practicum in teacher education at Ohio State University, OH, USA. He published, attended conferences and gave plenary talks both in Turkey and abroad. His research interests include teacher education, teacher development, and managing educational change, individual differences in foreign language learning, alternative assessment, intercultural communication and entrepreneurial teaching. He is the author of *Profesyonel Öğretmenliğe Doğru*, 2009 (Towards Professional Teaching); 2015 best educational research award winning *Türkiye'nin Eğitim Çıkmazı Girişimci Öğretim Girişimci Öğretmen*, 2014 (The Educational Gridlock of Turkey, Entrepreneurial Teaching and Entrepreneurial Teacher) and *Öğretmenliğe Dair Filmler ve Öğretmenler*, 2016 (About Teaching, movies and Teachers).

Saime Özçürümez, Ph.D, Bilkent University

Saime Ozcurumez (Ph.D., McGill) is an Associate Professor in the Department of Political Science and Public Administration at Bilkent University. She was a Visiting Scholar at the Center for Middle Eastern Studies and Department of Global Health and Social Medicine at Harvard University (2015-2016) during her sabbatical, where she conducted research on the resilience of health care systems in Turkey in response to mass influx of refugees from Syria. She has articles published in *International Migration, Journal of Balkan and Near Eastern Studies, Turkish Studies, Comparative European Politics, Journal of Common Market Studies, Uluslararası İlişkiler-International Relations, Women's Studies International Forum, European Political Science*. She is the co-editor of two books: *Of States, Rights and Social Closure* with Palgrave and *Asylum, International Migration and Statelessness: Concepts, Theories and Politics* (in Turkish). She has co-authored several book chapters on immigration policy process and foreign policy in Turkey in comparative perspective, Europeanization and collective identities through historical and media analysis in Turkey and access to health care by ethno-cultural groups in Canada, Italy and Germany. She has been part of many international and national collaborative research projects on cultural diversity and health care systems; transcultural memory in Europe, collective identities in Europe and transformation of immigration and asylum governance in EU accession in Turkey. Her current projects are on health care service response to refugees in the Middle East, local governments and social integration of the SuTP in Turkey, employment and livelihood conditions of refugees in Turkey.

Mehmet Demirezen, Ph.D, Ufuk University

Mehmet Demirezen is a full professor of linguistics and the chairman of English Language Education Department at Ufuk University, Department of ELT, İncek-Ankara, Turkey. He is the author two books on applied phonetics and phonology, and of three books on teaching paragraph and composition writing. He has published over 100 articles in national and international. Presently, he is teaching applied phonetics, applied phonology, educational linguistics, seminar in ELT, language acquisition, testing, and academic writing to BA, MA, and Ph.D. students in English language education department of Ufuk University since 2016. He is also a teacher trainer and an ELT consultant.

EDUSREF 2018 CONFERENCE PROGRAMME

6 April Friday 2018

09:00-09:45	Registration
09:45-10:00	Opening Hall: Gelisim Salonu
10:00-10:30	Keynote Session One Hall: Gelisim Salonu Mustafa Zulkuf Altan, Erciyes University Improving Education as a Social System in the Face of Future Challenges: Education & Social System: What are the Challenges?
10:30-11:00	Keynote Session Two Hall: Gelisim Salonu Saime Ozcurumez, Bilkent University Education as a Path for Social Integration: Actors and Institutions in International Protection
11:00-11:30	Break
11:30-13:00	Paper Presentations, Hall: Gelisim Salonu Session Chair: Assumpta Aneas Alvarez 1- A23. The Most Failed Countries: Reasons for Failure in PISA Mehmet Akgündüz, Ankara University Oya Taneri, Çankırı Karatekin University 2- A16. Migration and educational equity: Special needs education as a solution for low achievement Seyda SUBASI, University of Vienna 3- A12. A Comparative Study of The Effect of Bologna Process on Czech Higher Education and Italian Higher Education JIE LIU, Charles University 4-A33. Continuing professional development: A Review of its Spread and Impact Vishanth Weerakkody, University of Bradford Mohamad Osmani, Qatar University Margaret Alipoor, University of Bradford Nitham Hindi, Qatar University 5- A18. Utilizing Design Based Methodology In Course Planning And Development Antti Rissanen, National Defence University Kalle Saastamoinen, National Defence University, Finland
13:00-14:30	Lunch

6 April Friday 2018

14:30-16:00	<p>Paper Presentations Hall: Gelisim Salonu</p> <p>Session Chair: Gülfidan Can</p> <p>1-A7. A community of virtual practice in the degree of Pedagogy at the University of Barcelona Ruth Vilà Baños, University of Barcelona Assumpta Aneas Alvarez, University of Barcelona</p> <p>2-A39. Effect Of EBA Assisted Instruction On Student Achievement In Geography Teaching Alper HACIOĞLU, Şehit Rıdvan Süer Anadolu Lisesi Nurcan Demiralp, Gazi University</p> <p>3- A17. Intensity thinking in digital self- health management- fundamental questions of design strategy Marjo Rissanen, Alto University, Finland</p> <p>4- A43. Place of Population Topics in High School Geography Curricula Salih Şahin, Gazi University</p>
16:00-16:30	Break

6 April Friday 2018

16:30-18:00	<p>Paper Presentations Hall: Gelisim Salonu</p> <p>Session Chair: Oya Taneri</p> <p>1- A36. Lesson and workshop enrichments for the education of the gifted via argumentation based forensic chemistry activities for enhancing gifted's critical thinking Ümmüye Nur Tüzün, Ministry of National Education Mustafa Tüysüz, Yuzuncu Yil University</p> <p>2-A44. Determining gifted students' futuristic science-technology application images for lesson-workshop-project enrichments Ümmüye Nur Tüzün, Ministry of National Education Memiş Kılıç, Ministry of National Education</p> <p>3- A45. The Social Support Satisfaction Situations of Mothers Who Have Children with Hearing Impairment and Speech and Language Disorder Beyhan Özge Yersel, University of Ankara Ender Durualp, University of Ankara</p> <p>4- A25. Inclusive education in the context of Kuwait Nouf Alenezi (College of Basic Education), Kuwait</p> <p>5- A19. Filling in the Fun Parts: Interactive Fiction and Inclusive Education Sarah Tytler, University of Glasgow Victoria Shropshire, University of Glasgow</p> <p>6- A28. The Examination of the Relationship between Pre-School Education Teachers' Self-Efficacy Beliefs and their Attitudes towards Children Gözde Ertürk Kara, Aksaray University Ümmügülsüm Tümer, Aksaray University</p>
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7 April Saturday 2018

	<p>Paper Presentations Hall: Gelisim Salonu</p> <p>Session Chair: Mustafa Zulkuf Altan</p> <p>1- A13. The Design of Academic Writing Groups for EFL Postgraduate Students</p> <p>Gülfidan Can, Middle East Technical University Ali Battal, Middle East Technical University Ahmet İlçi, University of Illinois Yunus Alkış, Middle East Technical University Tuncer Akbay, Mehmet Akif Ersoy University Selcan Kilis, Giresun University Okan Arslan, Texas Tech University</p> <p>2-A4. The effect of familiar vs. Unfamiliar text on Iranian EFL learners' intensive reading comprehension Mahsa Pour Mousa, Saana Institute</p> <p>3- A35. Learning beyond the Classroom Yelda Orhon, Pamukkale University</p> <p>4- A47. Spotting the Place of the Topic Statement in Paragraphs in Foreign Language Teacher Education Mehmet Demirezen, Ufuk University</p>
10:00-11:30	
11:30-12:00	Break

7 April Saturday 2018

12:00-13:00	<p>Paper Presentations Hall: Gelisim Salonu</p> <p>Session Chair: Leyla Ercan</p> <p>1-A29-Neoliberalism, Education and Democracy: An Egalitarian Criticism Rasit Celik, Karadeniz Technical University</p> <p>2-A9. Competences for Intercultural and Interreligious Dialogue in Teacher Education Assumpta Aneas Alvarez ,University of Barcelona Ruth Vilà Baños, University of Barcelona</p> <p>3-A42. How does being close to conflict zones affect learning comprehension of students? Musharraf Mammadova, ADA University</p> <p>4- A32. Awareness of Parents About Montessori Education: A Sample of Ankara & Seattle Sevinç Uçar, The Ministry of Education Ender Durualp, University of Ankara</p>
13:00-14:00	<p>Lunch</p>

7 April Saturday 2018

14:00-14:30	Keynote Session Three Hall: Gelisim Salonu Mehmet Demirezen, Ufuk University "The functions of pausing in spoken English in teacher training"
14:30-15:00	Break
15:00-16:30	Paper Presentations Hall: Gelisim Salonu Session Chair: Rasit Celik 1-A11 Assessment for Migration Students : Aiding Culturally Responsive Assessment in Schools(ACRAS) in four European Countries Funda Nayır, Çankırı Karatekin Univeristy Oya Taneri, Çankırı Karatekin University Denise Burns, Dublin City University Martin Brown, Dublin City Univeristy Joe O'Hara, Dublin City University Gerry McNamara, Dublin City University 2- A26. Views Of Turkish Migrants In Retirement On Return Migration: Leyla ERCAN (Gazi University) 3- A34. International Students and Discrimination in Higher Education: A Literature Review Kamil Demirhan, Bülent Ecevit University 4- A40. The Views of Refugee Students about the Problems They Faced at Turk Schools Mehmet Gömleksiz, Fırat University Sibel Aslan, Fırat University 5-A41. Secondary School Teachers' Views about Refugee Students Mehmet Gömleksiz, Fırat University Sibel Aslan, Fırat University
16:30-17:00	Break

7 April Saturday 2018

17:00-17:30	<p>Paper Presentations Hall: Gelisim Salonu</p> <p>Session Chair: Mustafa Özmusul</p> <p>1- A37. The Effect of Watching Documentary in Geography Education to Student Success Meryem Esranur Soytürk, Gazi University Nurcan Demiralp, Gazi University</p> <p>2- A46. Strategic Leadership in Centralized Education Systems: The Possible Dimensions Mustafa Özmusul, Harran University</p>
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Keynote: Mustafa Zulkuf Altan, Erciyes University

Improving Education as a Social System in the Face of Future Challenges: Education & Social System: What are the Challenges?

Education is one of the most important social institutions shaping both the present and the future of each society without which, all the other institutions, family, politics, health, religion and economics, would be meaningless and incomplete. As being the most important tool and power for creating the preferred and desired future, it is expected that this power should be able to raise better generations to bring the desired dreams to come true.

When hit by any kind of societal problem, education is usually seen one of the first instruments to contribute to the solution all over the world. Therefore, many educational reforms, changes and innovation initiatives are prepared, introduced and implemented in almost every country.

Each and every society has its own changing socio – cultural/economic needs and requires an education to meet these needs. These needs should be met both consciously and cautiously since they will shape both the present and the future of the society. Since education promotes sound economic processes and political dispensations, it becomes clear that without education, society would be in a state of complete chaos. As a consequence, the quality of the education that the members of a society get determines the quality of the society they live in.

As pointed out in the introduction of the conference, education systems from preschool to higher education face the challenges deriving from social, demographic, economic, technological, and political and the other trends both in local and global level. And nations should be able to respond these challenges and prepare generations ready to both survive with these challenges and come up with solutions to these challenges.

Although education systems are in search of providing a quality education to our students via reform and change efforts, the world in which students will live and work is changing and advancing at an even faster rate than improvements in our schools. As a result, despite of best efforts, education systems are not preparing students for success in the world they will inhabit after graduation which result in unhappy, unsatisfied and unfair society.

This keynote speech will highlight the relationship between the education and the social system and the challenges in the 21st Century including how these challenges could be answered for the good of the citizens to create a better and just society.

Keynote: Saime Ozcurumez, Bilkent University**Education as a Path for Social Integration: Actors and Institutions in International Protection**

Debates on what constitutes social integration in human mobility processes are more heated than ever among policy makers, academics and the public. This study asks the question in what ways and to what extent are education policies linked to socio-economic integration of people on the move? It seeks answers to this question by reviewing the processes of integrating foreigners and those under international protection into educational systems with a focus on the Syrians under Temporary Protection in Turkey. Forced migration as a result of humanitarian crisis results in an emergency response effort in all countries receiving refugees. Humanitarian assistance remains at the core of such policy design in the form of meeting the basic needs of the arriving groups such as food, shelter, clothing and sanitation. As the duration of stay becomes longer, policy efforts extend to differentiated services including education. Based on a detailed examination of reports and key expert interviews from the case of Turkey, the chapter first reviews the policy response to refugee mass influx since 2011 in Turkey by examining the legal, administrative and institutional framework. It continues with an analysis of the different components of education and discusses the organization of extensive efforts in the educational system. It discusses barriers and best practices in education as a path to social integration in comparative perspective in humanitarian crisis.

Keynote: Mehmet Demirezen , Ufuk University

"The functions of pausing in spoken English in teacher training"

Pausings, in fact, signal the existence of suprasegmental phonemes which denote borderlines or transitions between/among the words in forms of short or long pauses in the flow of speech. The typology of juncture phonemes comes up as plus (or open); close, rising, falling, rise-to-fall, and fall-to-rise types each of which is able to change the meaning of utterances. The subject matter of this presentation is the sustained juncture, which is indicated by / → /sign in educational and applied phonology, shows pauses between or among the words and in its phonemic structure the voice pitch neither rises nor falls by staying at a flat level, occurring before silence. It is a phoneme because it is able to change the meaning of words or sentences. For example, a sentence like "Students who study efficiently are usually successful" means that "Not all of the students are successful", whereas if the same sentence is indicated with a comma, which corresponds to sustained juncture as "Students, who study efficiently, are usually successful" /Students→ who study efficiently → are usually successful," boil down to mean that "All of the students studying sufficiently are usually successful. Additionally, it is often used to indicate that you have not ended your thought or you have something more to say even if you prefer not to express them. The sustained juncture domain is highly related to the other suprasegmental properties such as rhythm, tone, stress and pitches. Therefore, the usages of sustained juncture in forms of pausing must be specially unearthed in the training of non-native language teachers. In this presentation, all of the meaning changing cases that are created by sustained juncture will be demonstrated from the voice of native speakers and by computer applications.

Key words: plus juncture, close juncture, rising juncture, falling juncture, rise - to-fall juncture, all-to-rise juncture

A4

The effect of familiar vs. Unfamiliar text on Iranian EFL learners' intensive reading comprehension

Mahsa Pour Mousa, Saana Institute

Abstract

This study examined the effect of text familiarity on Iranian intermediate EFL learners' intensive reading comprehension ability. The current study followed a quasi-experimental design. The research population consisted of 60 intermediate students in Saana language institute in Lahijan, Iran. Learners took part an OPT to homogenize the participants based on their proficiency level. Then they were divided into two groups, one experimental and one control groups. Both groups participated in the pretest of intensive reading comprehension ability. Then experimental group received text familiarity treatment for 8 sessions but the control group received placebo. Finally, the posttest of intensive reading comprehension was administered to both groups in order to find out the significance of the treatment. The results showed that the experimental group outperformed control group in reading comprehension skill.

Key words: EFL learners, Familiar text, intensive reading comprehension, Teaching reading comprehension skill, unfamiliar text

A5

A5

A7

A community of virtual practice in the degree of Pedagogy at the University of Barcelona

Ruth Vila Banos, University of Barcelona

Assumpta Aneas Alvarez, University of Barcelona

Abstract

The need to relate the University and Society, recognizes the social, transformative and development of the University. It is committed to a framework of horizontal relations of cooperation between the university and its environment. The extensive relationship between the practice organizations and the Faculty allows for a direct collaborative channel. In this sense, the concept of co-transference has been constructed with three components: "knowledge", "culture co" which describes the nature of the relationship, and the "impact" that describes the result. The purpose of this paper is to define this concept of co-transference according to the vision of tutors involved in the External Practices of the degree of Pedagogy of the UB through an online collaborative space as a virtual practice community. In order to answer the purpose, a survey is proposed that identifies the priority elements to be developed in the virtual practice community. An online questionnaire "a virtual practice community for co-transfer and employability" has been used with a scale composed of 6 indicators (sharing with other practice centers, design of external practices, university training, collaborative work environments, resources, and employability), with high reliability (Crombach's alpha = 0.917). It has been applied to 90 trainees: 11 tutors from the University of Barcelona, and 79 from different practice centers. The results obtained aim to identify the key aspects of the community of practice, according to tutors from the practice organizations and the university. It emphasizes the importance of being able to share with other organizations of practices, as well as, to have dialogues on the own design of external practices. It concludes with the need to implement a content management platform, a place in which the interested parties can be directed to all other spaces, in addition to having various resources. Also an educational social network platform in which it is possible to create a group that can share a private environment. Finally, the possibility of creating a blog oriented to the publication of articles and opening new lines of debate, to improve communication between the community, will be considered.

Keywords: Community of virtual practice, co-transference, higher education, pedagogy, external practices

A9

Competences for Intercultural and Interreligious Dialogue in Teacher education

Assumpta Aneas Alvarez, University of Barcelona

Ruth Vila Banos, University of Barcelona

Abstract

European cultural and religious diversity is a heritage which should be preserved. New waves of immigration, the rise of extreme right wing parties and other global factors such as the recent economic crisis, war and terrorism have pushed the phenomenon of religion to centre stage in social and political debate. This context of crisis and uncertainty affects not only integration for immigrants and refugees but also the cohesion of European society itself, since it reinforces prejudice and mistrust between faiths. Therefore the presence of different religions in contemporary Europe requires a new public culture which respects them, a culture in which dialogue between faiths and cultures (intercultural and interreligious dialogue is constantly present. Young people are especially vulnerable both to religious radicalization and because of their lack of competences for coping with the challenges of intercultural and interreligious dialogue. The paper presented here focusses on the role of higher education and future education agents.

Keywords: Intercultural dialogue, interreligious dialogue, higher education, teacher education, competences.

A11

Assessment for Migration Students : Aiding Culturally Responsive Assessment in Schools(ACRAS) in four European Countries

Funda Nayır, Çankırı Karatekin University

Oya Taneri, Çankırı Karatekin University

Denise Burns, Dublin City University

Martin Brown, Dublin City University

Joe O'Hara, Dublin City University

Gerry McNamara, Dublin City University

Abstract

Culturally responsive assessment can be described as assessment strategies for students who have different cultural background and approaches to learning as they strive for academic success. Aiding Culturally Responsive Assessment in Schools (ACRAS) is an Erasmus+ Project, that is looking at improving the quality and equitability of educational assessment for migrant students in four European countries: Ireland, Norway, Austria and Turkey, by providing culturally responsive assessment strategies to teachers. The aim of this paper is to present the preliminary findings of school based survey to provide culturally responsive assessment strategies for teachers in four countries. In the study qualitative research methods were used. The study group is composed of 120 secondary school principals from each project partner country, totalling 480 participants.

Key Words: Culturally responsive assessment, cultural background, migrant students

A12

A Comparative Study of The Effect of Bologna Process on Czech Higher Education and Italian Higher Education

JIE LIU, Charles University

Abstract

As the overflow of European economic and political integration into higher education, Bologna Process proposed a promising solution to establishing a European Higher Education Area in the hopes of strengthening students' mobility across Europe. In the last 18 years, it is witnessed that academic exchanges across Europe has increased a lot, yet some voices are against Bologna Process because it does not suit specific countries' existing higher educational system well. This project will compare the effect of Bologna Process on Czech higher education and Italian higher education and try to find out the common influence of Bologna Process on the two countries and challenges it brought them.

A13

The Design of Academic Writing Groups for EFL Postgraduate Students

Gülfidan Can, Middle East Technical University

Ali Battal, Middle East Technical University

Ahmet İlçi, University of Illinois

Yunus Alkış, Middle East Technical University

Tuncer Akbay, Mehmet Akif Ersoy University

Selcan Kilis, Giresun University

Okan Arslan, Texas Tech University

Abstract

The purpose of this two-year longitudinal case study is to investigate the formation and development process of an academic writing group as a Community of Practice and to provide design principles to improve the effectiveness of its practices and sustainability. The participants were 14 EFL (English as Foreign Language) postgraduate students in the field of Education who participated in an academic writing group integrated within a graduate course. The data sources were reflection reports, audio-recordings of writing group sessions, manuscripts, interviews, social media activities, and a questionnaire. The implications of this research include the need for the initiation of changes in Graduate Education in Social Sciences to provide improved support for the development of academic Communities of Practice for novice researchers and scholars.

Keywords: Graduate Education, Writing Group, Communities of Practice

A15

A16

Migration and educational equity: Special needs education as a solution for low achievement

Seyda SUBASI, University of Vienna

Abstract

With the increasing mobility of people around the world, schools are getting populated with students who have migration background and unfortunately achieving educational equity among non-immigrant and immigrant students is still a hot debate. The international or nation-wide studies show that immigrant groups achieve relatively lower than their native peers. In some context, low achievement of students with migration background can also be considered as disability and may lead to the placement in special education schools in a disproportioned way. In this paper, I discuss the referral of immigrant groups to special education in Austria. I analyze the existing literature and studies to form a base for the discussion and I build on it by using the data retrieved from informants. I focus on diagnoses, referral process, included stakeholders and transitions from mainstream schools to special education schools in Austria and compare various European countries to come up with implications.

A17

Intensity thinking in digital self- health management- fundamental questions of design strategy

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Abstract

Higher intensity of health care can produce more quality of care with better health outcomes. Many consumer targeted eHealth applications try to enhance patients' abilities to more intense self-health management. These applications represent so called self-learning and self-activation modules in health care processes. The purpose is to improve patients' health outcome through patients' better activity level and interest, enhance intensity level of care processes, and support prevention. This connection is however not so straightforward because higher intensity level in health care does not always mean higher quality of care processes. Optimality in health care underlines optimal relationship between costs and benefits [1]. This research focuses on intensity dilemma and optimality in this context by analysing this issue in view of translational design targets and quality of eHealth sector.

This research connects design related aspects and therefore it connects design science and its theoretical basis and frames. When theoretical knowledge is structured this requires also fundamental discussions of mission, design strategies, and implementation challenges. In new innovation areas IS research should focus especially on theoretical basis and its problems in a fundamental way. Synergy between practice and theory is needed in good design [2]. In eHealth area theoretical aspects and questioning need more attention because the question is about cost-intensive area and sector. Literature which covers areas of consumer targeted eHealth education, quality, IS research, translational design, and health economy supports this research focus. To understand the whole complexity of this agenda requires fundamental pondering of such issues which could support connected and aimed translational design strategies.

As well as digital transformation in education requires more critical thinking [3] in the same way educational consumer targeted eHealth design area needs analytical ways and tools when aspiring to successful design targets.

Key words: Intensity thinking, eHealth, translational design

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A18

Utilizing design Based Methodology in Course planNing and development

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Abstract

Traditional curriculum approach relays on lectures, exercises, and at the end to a summative test. This is still the backbone of many university level courses. The strength of this is the fact it is so well known but on the other hand it is both teacher centric and contents oriented. It has been claimed that without a full revision it would not support self-directed learners. This study shows how three new science and technology related master level courses in the National Defence University (NDU) were planned. During the implementation phase an enhancement project was applied to correct environment with its technical limitations which were not known beforehand. Because on that time also a general quality improvement work was established at the university, a wider set of course feedback was available.

This research relays on Design-based research methodology which is an approach based on multiple sub-processes with the intent of producing new theories, artefacts, and practices that impact setting in learning and teaching [1]. Even though teachers were aware of generic skill profile in officers' profession, STEM education in earlier curriculum, and the idea of modern Learning Material Portals (LMS), a literature review was done before the implementation plan.

From the first implementation we accepted the need for alternatives to traditional lecturing. Also assessments were modernized so that not only simply learning facts and basic skills of students were measured. [2, 3]

The DBR method states that the research has cyclic nature. So on the research continued up to the sixth implementation. Lot of adjustment was needed. To mention; some of the new demands were too loading for the students. Therefore more guidance was produced after the first implementation. Feedback from the students excursions were added to the following courses. Generally student-learning can be improved when more student-centered and interactive instruction takes place [4]).

Keywords: Assessment, Design-Based-Research, Instruction method, Learning by doing,

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A19

Filling in the Fun Parts: Interactive Fiction and Inclusive Education

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Abstract

Incorporating creative writing and autoethnography into the classroom gives marginalised students the opportunity to amplify their own voices and experiences--especially when combined with social media tools. Educational policies should include these marginalised voices in order to adequately administer to diverse student populations. We recommend incorporating digital creative writing tools, specifically interactive fiction, as a practical measure towards inclusion.

Interactive fiction (IF) is fiction which requires reader or audience interaction above and beyond the natural dialogue which occurs between writer and reader. Autoethnography, as a writing methodology that places the writer within the scope of their research or concentration, is ideally suited to IF, and when combined, can be used to effectively increase student engagement. IF stories, such as those written on the platform Twine, are digital pieces of creative writing that involve multimedia: videos, images, music, or reader clicks necessary to progress through the story or choose one of several options in the narrative. Twine, as well as other digital creative writing tools, combines practice in computer literacy and programming skills with critical analysis and effective writing and communication. Our research provides educators with examples of best practices for including multimodal content in their curricula, encouraging teachers and students to think socially, digitally, and inclusively, with a particular focus on students' needs and experiences.

We advocate for combining different types of learning, such as kinaesthetic, auditory, visual, and verbal, in curricula and the classroom, which create a safer and more supportive space where students can actively participate in their own learning. Their increased engagement with material across disciplines will allow for greater opportunities for critical analysis and synthesis of knowledge--as well as a more inclusive atmosphere in which students feel free to experiment, innovate, and make their voices heard.

Keywords: Interactive Fiction (IF); digital creative writing; autoethnography; multimodality; inclusivity

Sub-Themes: Creativity and Innovation in Education; Innovative Learning Environments; Inclusive Education

A20

A23

The Most Failed Countries: Reasons for Failure in PISA

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Abstract

When PISA results are released, almost all researchers, politicians, and educators are beginning to think about the most successful countries. Given the common features and similarities of unsuccessful countries, a different perspective can be gained on the causes of failure. In this study, the educational systems in Peru, Montenegro, Brazil, Tunisia and Turkey were compared with those of the most unsuccessful countries according to PISA 2015 results. It has been observed that the students of these three countries are quite unsuccessful in their understanding of mathematics, science, and reading. These countries are classified as middle-income developing countries by the World Bank. It was found that in Tunisia, all science subjects are taught in French in secondary school. The students in Peru are very weak in mathematics and science. The Peruvian government is looking for a new science curriculum based on hypothesis testing and questioning, instead of traditional methods based on memorization. Radical changes have been made in the science curriculum on the grounds that students in Turkey do not have the necessary scientific background and knowledge-based contexts to understand the debates about evolution. Montenegro is also suffering from many problems with its educational programs.

The data for this study was obtained by conducting a document analysis. The results of this study may give the educators another perspective in interpreting the PISA results.

Keywords: Failed Countries, unsuccessful, student assessment, PISA

A25

Inclusive Education in the context of Kuwait

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Abstract

The issue of inclusion of disabled students in mainstream schools is seen as a key issue for educational policy-makers worldwide. The argument for the inclusion of all disabled students in mainstream schools rests on human rights, as is recognised in the 'Salamanca Statement' (UNESCO,1994). However, signatories to the Salamanca statement interpret 'inclusion' in different ways, leading to the exclusion of certain groups of students. This qualitative research inquiry explores the perspectives of a diverse range of participants, namely head teachers, teachers and mothers, towards inclusion of "slow learners" in two primary mainstream schools in the State of Kuwait. The concept of inclusion, through a review of major issues and limitations in the current practice of inclusion is highlighted by this case study. This study found that the dominant conceptual model underpinning policy and practice in Kuwait is the "medical model" of disability, as the current understanding and practice of inclusion, teachers' and mothers' perspectives towards inclusion and articulation of the inclusion policy in Kuwait is informed, conceptualized and affected by this model. This understanding lends itself to practices of integration rather than inclusion.

A multi-method data collection approach, using semi-structured interviews and critical discourse analysis of the policy document for inclusion in Kuwait, has led to identifying what has been done, so far in practice, for inclusion, as well as identifying the potential changes that need to be made.

Key words: Inclusive Education, teachers and parents perspective.

A26

Views of Turkish Migrants In Retirement On Return Migration: Attitudes Towards Migration

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Abstract

This paper presents an empirical research which analyses the views of Turkish migrants in retirement on return migration. Effecting date of "The Exchange Agreement for Turkish and German Workers " dated October 31, 1961, which was signed with Germany, is generally accepted as the starting time when large groups of Turkish workers went to the countries in Western Europe to work. In recent years Turkish workers have had a tendency to return to Turkey. Their return that started as of 1973 tended to increase over years and it reached its peak in 1983-1990. A total of 62 migrants returned to Turkey in the last years participated in the study. A questionnaire including open-ended items was used for data collection. Results show that the views of Turkish migrants about return migration vary based on their birth place, citizenship, gender, age, educational background and duration of foreign country stay.

Related suggestions will be developed based on the findings of the study.

Key words: Return migration, Turkish migrants, counseling

The Examination of the Relationship between Pre-School Education Teachers' Self-Efficacy Beliefs and their Attitudes towards Children

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Ümmügülsüm Tümer, Aksaray University

Abstract

It was aimed to examine the relationship between pre-school education teachers' self-efficacy beliefs and their attitudes towards children in this study. The study also examined the effects of various characteristics on teachers' self-efficacy. One of the quantitative research methods, a relational screening model was preferred. 200 pre-school education teachers working in schools in Kayseri determined by easily accessible sampling method took part in the study group. Personnel Information Form, Early Childhood Education Teachers' Self-Efficacy Beliefs Scale which was developed by Tepe (2011) and Barnett Liking to Children Scale which was originally developed by Barnett and Sinsini (1990) and adapted to Turkish children by Duyan and Gelbal (2008) were used as data collection tools. Correlational analysis and nonparametric tests were run on the data. As a result of the study, teachers' self-efficacy beliefs were found to be high. Teachers' self-efficacy beliefs scores were not significantly different according to teachers' age, marital status, number of children they have, relationship with parents and relationship with administrators. These findings show difference with some studies in the literature (Milner and Woolfolk Hoy, 2002; Tschannen Moran and Woolfolk Hoy, 2002). On the other hand, male teachers had higher self-efficacy mean rank than female teachers. It is thought that because the number of male teachers are less than female teachers, male teachers can try more for self-development to show that men can also do this job very well. Teachers' self-efficacy mean rank increased as the number of students in the class increased. Because teachers in crowded classrooms have to effort more to interest with each child individually, they try more to teach effectively, so these efforts can cause them feel more efficient in their profession compared with teachers who teach at less crowded classrooms. It was determined that teachers' self-efficacy scores increased as teachers' professional experience increased. It is thought that teachers meet kinds of children and parents each year and these varieties help them to develop themselves. This can cause them to feel efficient in their profession. It was seen that teachers' attitudes towards children were high. According to spearman correlation test results, there was a positive and significant relationship ($\rho = .42$ $p < .01$) between pre-school teachers' scores of professional self-efficacy beliefs and attitudes toward children. It was found that teachers who have high professional self-efficacy beliefs have also high positive attitudes toward children. Chacon's (2005) study finding show parallelism with this finding. According to his study, as teachers' self-efficacy beliefs increased, teachers' negative attitudes such as punishments or authoritative behaviors decreased. This finding is thought to be valuable to present that feeling adequate in your job is an important component of positive teacher child relationship. As a result of the study most of the independent variables regarding teachers' qualifications (teachers' age, marital status, number of children they had, relationship with parents and relationship with administrators) didn't have a significant effect on teachers' self-efficacy beliefs. Causes of this result can be investigate deeply. Studies can be planned with different variables which can effect teachers' self-efficacy beliefs. In the light of the finding that male teachers have higher self-efficacy beliefs, it can be suggested that new studies consist of interviews can be planned to investigate why gender is an effective factor on self-efficacy beliefs. It is suggested to teachers who have more experience and worked at crowded classrooms to mentor the teachers who have met less children and have less experience. Because there is a relation between teachers' self-efficacy beliefs and attitudes toward children, it can be suggested that professional development courses can be planned to increase teachers' self-efficacy beliefs so that children can be educated in classrooms which have a positive climate.

Neoliberalism, Education and Democracy: An Egalitarian Criticism

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Abstract

Neoliberal economic approach has been globally central to politics beginning especially from the 1980s. International organizations, such as World Bank, European Union and Organization for Economic Cooperation and Development have been chief promoters of that approach all around the world. Basically, neoliberalism promotes free-market economy in all the areas of economy. Education is seen one major component of neoliberalism and conceptualized as education for consumers. Accordingly, privatization, consumerism, standardization and high- stakes testing became main concepts of educational policies globally (Gupta, 2018). Neoliberal educational policies applied in various countries increased, for example, the number of private and franchised education institutions from preschool to high school, which essentially administer schools from business perspectives.

Not only in Western societies was neoliberalism put into practice, but also in various Asian countries market-based approach have been applied to education as a global outcome of neoliberal politics (Gupta, 2018). In Turkey too, neoliberal economic approach has been influential over educational policies since the 1980s. But, neoliberalism in education have promoted educational inequalities in all the levels of education in the following decades in Turkey (Aksoy and Deniz, 2018; Polat, 2013). In fact, the issue of educational inequalities is regarded as a main problem in many countries from east to west, including the countries consisting of the European Union (Ozdemir, 2016; Schlicht, Stadelmann-Steffen, and Freitag, 2010; Schmidt, Burroughs, Zoido, and Houang, 2015).

Considering inequalities, it is obvious that educational inequalities lead socio-economic inequalities that lead, in turn, more educational inequalities in a society. Market-based neoliberal education policies, in other words, lead societies toward having more social inequalities. Moreover, such inequalities not only foster further inequalities but also jeopardize the functioning of democracy by weakening its citizens' sense of social trust and belief in civil liberties and equality (Schlicht, Stadelmann-Steffen, and Freitag, 2010). Accordingly, neoliberal approach to education develops its own values in students, which appears to have significant effects on their notion of democracy and democratic society.

In this sense, this study aims to criticize neoliberalism in education and argues, from a philosophical perspective, for a justice-based egalitarian approach to education and democracy. The study explores and compares the findings of research done in different countries. Based on the findings from various research, it provides a theoretical discussion about the effects of neoliberal policies on democracy education. Then, it provides a philosophical discussion on the importance of reorienting citizenship and democracy education towards the values of a contemporary notion of just and cooperative society consisting of democratic individuals. In this vein, the study finalizes with a discussion about some possible implications for educational policy.

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A32

The Awareness of Parents about Montessori Education: Sample of Ankara & Seattle

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Abstract

The aim of this research is to investigate and compare Montessori education awareness of parents who live in Ankara and Seattle.

The universe of the research study is composed by parents who live in Turkey/Ankara and USA/Seattle, whose children are between age three-six and attending preschool which is giving Montessori based education. The sample of the research study is composed by 61 parents whose children are attending Binbirçiçek Montessori Preschool located in Ankara/Çankaya and 21 parents whose children are attending Prime Time Montessori located in Seattle.

This research was conducted by "General Information Form" and "Parent Conception Form". SPSS was used for analysis of data and the results are listed as percentage and frequency.

No significant differences in awareness are observed between parents who live in Ankara and Seattle as a result of the research. It can be said that both research groups are aware of Montessori education.

A33

Continuing professional development: A Review of its Spread and Impact

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Nitham Hindi, Qatar University

Abstract

Since the last decade, continuing professional development (CPD) is used as an umbrella term for professional learning and development activities, and is linked to either the licence to practise or to professional accreditation (Rothwell and Arnold, 2005). CPD is the means by which people maintain the knowledge and skills related to their professional lives (Collin et al. 2012). Furthermore, it is often seen as a means of protecting professional autonomy and maintaining privileged status (Gold et al. 2007). CPD can manifest itself in various forms from formal educational courses to learning through everyday work practices. In its most easily known form CPD is the updating of professional knowledge by means of formal short courses. In the UK, such courses are offered by Chartered Accreditation bodies such as the British Computer Society (BCS), Association of Chartered Certified Accountants (ACCA) and Chartered Institute of Personnel and Development (CIPD).

The value of CPD as a concept and policy has never really been questioned, as it is beneficial both directly and indirectly for all individuals who undertake it. In particular, the benefits include skills update, enhance competences, improve networking and developing contemporary professional issues (Gbadamosi and Evans, 2009). There are multiple CPD options available across different professional streams. It is entirely dependent on an organisation to decide how these options will be defused to meet the current needs of employees in the workplace. However, CPD is not fully established as a common practice across different industry sectors and organisations. In particular, SMEs often do not have time or the resources to invest in CPD programs to develop the skills of their staff. Nevertheless, CPD is often considered as an individual's responsibility rather than the organisations. For some professions (i.e nurses and teachers), continuing education and training are likely to be based on law and policy maker's instructions. However, other fields such as ICT, marketing and finance are neglected from policy domain and therefore very less employee engagement in CPD is maintained in these areas. On the other hand, there is more emphasis on sectors such as health as government policies in healthcare require compulsory engagement of employees in CPD programmes. However, markets and industries are evolving due to rapid technological evolution and globalisation of workforce, therefore; due to their dynamic nature, employees in fields such as ICT, marketing and finance need to keep up-to-date with rapid change.

Although, a lot of research and emphasis in the literature is based on graduate attributes and skills, there is very little research done into better understanding the role of CPD and associated impacts and benefits after

individuals graduate and go into fulltime employments. This is an important research gap that requires further attention due to the amount of time spent by an individual in working life compared to university education. In this respect, individuals spent more time of their life learning in the workplace compared to graduate education. Focusing on this research gap, this study conducts a methodical review of literature to examine the trends of CPD across different sectors in business and management fields.

To do so this, we adapt a comprehensive review of literature on continuing professional development. Relevant literature on continuing professional development is extracted from Scopus® (database). The search criteria include the following keyword combinations: "Continuing professional development" OR "Continuing Professional Education". The search is restricted to keyword combinations in the title, Abstract, and/or keywords of the retrieved articles. Furthermore, the search is limited to the Business and Management subject area. This filtering fetched a total of 113 articles. All 113 articles will be then individually examined to confirm the relevance of them in line with the current study. The shortlisted studies were analysed for their demographic characteristics such as publication outlets, Frequency of Publication, Sources of studies by Country. In addition, we reviewed the methodological approaches used for the research reported in the shortlisted studies including research design and methods used.

Based on the results of our study, we recommend the need for closer collaboration between universities, governments, higher education institutions and professional institutes affiliated with the broad field of business and management. This closer collaboration should lead to developing the necessary framework for embedding professional development activities into graduate education and beyond. In this respect, higher education institutions (governing bodies) should create the necessary environment for professional bodies such as the Association of Chartered Certified Accountants (ACCA), Chartered Institute for Personnel Development (CIPD) and the British Computer Society (BCS) to work together with a view of accrediting university level courses. While this is currently up to the individual academic institutes to pursue, the necessary regulatory frameworks and support from policy makers will certainly make it easier for those academics directing various programmes of study to consider embedding professional development attributes and employability skills into their courses. The arguments presented in this study will offer policy makers, academics, HR professionals and senior managers in organisations with several important challenges to consider as well as potential directions when developing their CPD strategies.

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A34

International Students and Discrimination in Higher Education: A Literature Review

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Abstract

This study focuses on national and international literature about international students exposure to unequal treatment in higher education institutions. It aims at explaining how international students are perceived by hosting societies. In this study, the first part gives information on international students and explain main aspects in terms of internationalization and diplomacy; as a financial sector and a new market; diversity and interaction in education. The second part contains the experiences of international students exposure to discrimination. The experiences may help to identify the suspects of unequal treatment and which characteristics that students have targeted by hosting society. The third part identifies the reasons of unequal treatment and negative perception about international students. This study tries to schematize the types, reasons and results of unequal treatment towards international students in higher education.

Keywords: International students, higher education, discrimination

A35

Learning beyond the Classroom

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Abstract

The study explores language activities EFL learners are engaged outside the class to support their language learning process, and their attitudes towards out-of-class language learning (OCLL). Participants included 109 students studying at Pamukkale University. Data were collected via a questionnaire. The results revealed that learners were mostly engaged in listening and watching activities which were also considered as the most helpful activities. While no significant gender differences were found in learners' OCLL behaviour, type of language education (compulsory or elective) and proficiency level were effective. Also, learners' attitude towards OCLL was found to be strongly correlated to the frequency of OCLL and moderately to the perceived helpfulness of OCLL. In conclusion, due to limited class hours in many contexts, in-class and out-of-class materials can be designed and incorporated into language teaching syllabi considering learners' OCLL preferences.

Keywords: out-of-class language learning activities, learner attitudes, lifelong learning

A36

Lesson and workshop enrichments for the education of the gifted via argumentation based forensic chemistry activities for enhancing gifted's critical thinking

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Mustafa Tüysüz, Yuzuncu Yil University

Abstract

There have always been individuals who inspire us with awe or envy based on their speed of learning, smooth performance, or innovative ideas (Subotnik, Olszewski-Kubilius & Worrell, 2011). The individuals processing information more rapidly than their peers called as gifted students (National Policies of Science & Arts Centers for the Gifted Students, 2016). The useful theories for educating these gifted students require two additional and related characteristics. First, an acceleration-based theory that recommends the use of advanced courses, which would obviously be related to a conception of gifted that targets students with high aptitudes in these courses. Second, an enrichment-based theory that means specific programming options which would offer access to the topics the gifted students could not study in their regular school offerings (Subotnik, Olszewski-Kubilius & Worrell, 2011; Renzulli, 2012). The purpose of this research is to make lesson and workshop enrichments for the education of the gifted via argumentation based forensic chemistry activities for keeping in step with the gifted students' acceleration speed and for enhancing their critical thinking too. The selected subject 'forensic chemistry' is the branch of chemistry which performs chemical analysis of evidence that used in the courts (Gercek, 2012). The selected subject's enrichment studies for the education of the gifted could not be encountered in the literature. Thus, the importance of this research is to contribute to the gap in the literature. Thus the research's question was constructed as 'How could lesson and workshop enrichments for the education of the gifted via argumentation based chemistry activities be designed for keeping in step with the gifted students' acceleration speed and for enhancing their critical thinking?'

This investigation was conducted with 20 gifted students in the 2017-2018 academic year at a school for the gifted. The case study was used in this research. The teaching guide's worksheets and gifted students' observation notes for evaluating the process were used as data collecting tools. The teaching guide consisted of seven forensic chemistry experiments/drawings. The teaching guide's content validity was checked on the basis of 'National Policies of Science and Art Centers for the Gifted Students, 2016' by the two researchers. During the application of the research, first gifted students argued each of the seven forensic chemistry experiments/drawings at the teaching guide in big group discussions and then reconstructed the forensic chemistry experiments/drawings as arguments individually on the basis of Walton argument pattern components - conclusion, premise, premise, premise - (2006). Then they evaluated the whole process by writing out the observation notes. The content analysis was utilized for the gathered data. For the reliability of the data collecting

tools, coding and categorizing consistency between the researchers, determined as %95, was used. The cross-content analysis whether the categories consisted of all the codes or not was utilized too (Erickson, 2004).

At the end of the research, the gifted students reconstructed each of the seven forensic chemistry experiments/drawings as scientifically correct arguments on the basis of Walton argument pattern components. The frequencies of the categories which consisted of all the components (conclusion, premise, premise, premise) for each of the seven forensic chemistry experiments/drawings were as f: 12, f: 13, f: 9, f: 18, f: 12, f: 19, f: 14. If we took 1/3 of all the gifted students as criteria of the sufficiency for scientifically correct constructed arguments on the basis of Walton argument pattern components, then it could be said that the gifted students were sufficient for all seven forensic science experiments/drawings. An example from reconstructing a forensic chemistry experiment as an argument could be seen below:

Taking teeth print forensic chemistry experiment: Take your teeth print by using a candle plaque, a heater and forceps. After heating the candle plaque by using forceps, fold it at the shape of horseshoe by using forceps too. And then bite it when the candle plaque is warm. Be careful with the candle plaque's temperature, it must not be so hot for your safety. Wash out your mouth with water after taking your teeth print. Compare your teeth print with your peers'.

The argument of the gifted coded by G8: We took teeth print by using candle plaque (conclusion). We estimated one's age by using the teeth print. (For example, if the candle plaque consisted of lack of two/three tooth prints and the other tooth prints were under average size, it would mean the teeth print was a nine years old child's.) (premise). Teeth print could be taken from the foods (premise). Teeth print could be taken by using carbon-paper. (Carbon-paper could be put in the layers of white-paper, then the paper could be bitten.) (premise).

At the end of the research, it was also found that the gifted students' observation notes for evaluating the whole process showed the gifted students learned new information (f: 20), enjoyed the learning process (f: 7), learned through forensic chemistry experiments (f: 8) and criticized their own (f: 10) and others' (f: 11) thinking strategies.

It might be said that the lesson and workshop enrichments for the education of the gifted via argumentation based forensic chemistry activities kept in step with the gifted students' acceleration speed and enhanced their critical thinking skills. As a warrant, for this reason, it could be said that big group discussions and reconstruction the forensic chemistry experiments/drawings as arguments made gifted students criticize their own and other's thinking strategies. Moreover, reconstruction of the forensic chemistry experiments/drawings as arguments might have led them to think deeply about the subject. In the literature for the gifted education, it was suggested to look for ways to further sequence of critical thinking skills in specific learning domains (Kettler, 2014), which could be presented as a warrant for this research' design and findings. For further studies, different enrichments for gifted students via argumentation based chemistry activities for enhancing their critical thinking could be studied.

Key words: Education of the gifted, forensic chemistry, argumentation

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A37

The Effect of Watching Documentary in Geography Education to Student Success

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Abstract

Geography is the discipline that interested with nature and human relation. Thank to digital technologies, documentaries offer access to some visual and verbal information which is not common to experience by many people itself. The position of Earth in universe and according to Sun is directly affect people's life. The unique shape of Earth and the orbit that Earth follow, is the reason of each single day. However, it is hard to fairly understand all those in a curtain day. Documentaries assumed as an auxiliary material which helps to better understanding of these subjects. Therefore, the subject of "The Shape and Movements of Earth" is chosen for curriculum of Geography Lectures. The aim of this application is testing effect to student success. Structure of the research is defined as "pre test-final test with control group model" and quantitative method. At the end of research, it is aimed that raise awareness of the effect of watching documentary in geography education to success.

A39

Effect of EBA Assisted Instruction on Student Achievement In Geography Teaching

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Abstract

Since the second half of the twentieth century, computer technology has been used intensively in all areas of life. Education is one of the areas in which computer technology is used most effectively. Computer based teaching methods and techniques enable students to participate in the learning processes effectively and to make progress according to their individual learning speeds. Having a young population, it is important for Turkey to make the most efficient and effective means of computer-based teaching methods and techniques. For this reason, some studies are being carried by the Ministry of National Education (MoNE) in order to be able to realize the aims of educational programs and to use teaching methods and techniques appropriate to the content of the achievements. One of these studies is the Project of Increasing Opportunities and Improving the Technology (FATİH) Project, which has been started in 2011-2012 academic year. Within this project, in order to ensure the integration of technology and education, Educational Information Network (EBA) has been established. The purpose of the platform is to enable the integration of technology into education by using information technology tools and supporting efficient use of material. With EBA applications, it is aimed to increase the quality of education and student success through electronic-contents, animations, videos which are suitable for all class levels.

The purpose of the research is to determinate if the EBA supported teaching is more effective on the academic achievement of the students in comparison with the classical teaching methods in the tenth grade geography class in teaching "Topography and Rocks" subject. In the research "Pre-Test-Final Test Control Group Model", which is a multivariate experimental model, has been used. In the research, classical teaching method and EBA supported teaching method constitute the independent variables and the academic success of students is the dependent variable. In the research, the same dependent variables are observed in the experimental and control groups and the intra and intergroup comparisons are made according to the results of the pre and post tests related to these variables. The research has been carried out with a total of 44, randomly selected, grade 10th students and who are studying at Ayaş Şehit Rıdvan Süer Anatolian High School in Ankara, Ayaş province during the academic year of 2017-2018. The measuring tool of the study is the achievement test, composed of 34 items and validity and reliability analyzes are made, which has been developed by the researcher.

As the result of the research; it is expected that there will be no significant difference between the average pre-test success scores of the test group in which the EBA supported method has been applied and the control group in which the classical method has been applied; it is expected that there will be a significant difference between the final test success scores of experimental and control groups.

It is expected that EBA supported teaching will have a positive impact on student achievement, and this finding may make a meaningful contribution to potential education reforms and dissemination of these practices.

Key Words: Geography Teaching, Geography, Educational Information Network (EBA), Computer Based Teaching

A40

The Views of Refugee Students about the Problems They Faced at Turk Schools

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Sibel Aslan, Fırat University

Abstract

The aim of this study is to determine refugee students' views about the problems they face at schools in Turkey. Qualitative research design was used in the study. The study group consisted of the refugee students enrolled at two state schools in Elazığ city center in 2017-2018 academic year. 16 volunteer refugee students participated to the study. A semi-structured interview form, which was designed by the researchers was used for data collection. Six semi-structured questions were asked to identify refugee students' views about the problem they faced. These questions were reviewed by a professor and two assistant professors. The clarity of questions was negotiated with three secondary school teachers. Content analysis was used to analyze the data. Study results revealed that refugee students have some problems at their schools. Several useful recommendations are offered based on the research findings. Keywords: Refugee student, Refugee education

A41

Secondary School Teachers' Views about Refugee Students

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Abstract

The aim of this study is to determine refugee students' problems from the perspective of secondary school teachers. This is qualitative study in nature and the case study method was used. The study group of this research was secondary school teachers who had refugee students in their classrooms. The study included 22 secondary school teachers in the central district of Elazığ city. Volunteer teachers participated the study. An interview form, including six semi-structured questions, was used as the data collection tool. The questions were asked to identify teachers' views about the problems they face with the refugee students in their classes. Content analysis was used to analyze the data. Study results showed that the teachers had several problems with the refugee students. Several useful recommendations are offered based on the research findings. Keywords: refugee student, refugees' education problems

A42

How being close to conflict zones affect learning comprehension of students?

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Abstract

Objective: Learning Environment in the regions bordering with occupied territories is in a huge danger. We have examined how the fact of being in close proximity to conflict zone damages learning comprehension.

Methods: To understand the quality of education in territories bordering with occupied territories of Azerbaijan, we have analyzed the rate of enrollment of students from those schools to universities. To check whether being situated in a territory which borders with the occupied territories of your country affects pupil's attendance to school we have used field study research via systematic observation of classes, anecdotal reports, semi-structured interviews and communicative accounts.

As per secondary methods reviews of existing scientific literature as well as the documents of different international organizations about their actions in those territories have been used to understand whether international support has effects on the quality of education in the mentioned territories.

Results: We have analyzed 2 schools of two regions one bordering with occupied territories of Azerbaijan, one which is not located close to the zone of conflict, both schools have the same conditions have the same number of students and teachers. 60 students, 60 parents, 10 teachers, and the directors of those schools have been interviewed. The documents of projects of United Nations Fund for Population Activities (UNFPA) and United Nations International Children's Emergency Fund (UNICEF) in those territories have been analyzed. We have also conducted interviews with specialists from the Ministry of Education of Azerbaijan Republic.

Overall, 100 students out of 170 attend school located in the region which is close to the conflict territory regularly, in comparison 160 students of the school located in the region which is far away from the conflict zone, attend school regularly. Each year 20 % of all the students graduating from school located next to the conflict zone get enrolled in the university in comparison 57 % of all the graduating students from the school which is located in the regions which is located in the peaceful area.

Conclusion: We have found a strong correlation between being situated next to occupied territories and the level of learning comprehension.

Keywords: Learning comprehension, rate of enrollment, occupied territories, close proximity.

A43

Place of Population Topics in High School Geography Curricula

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Abstract

Substantial changes in almost each and every field took place especially throughout the 20th Century in the world. Similarly, there have been significant changes and developments in many fields in Turkey since the proclamation of the Republic. All the actual sociocultural, scientific, and technological developments closely affect the education process. In that scope, the curricula are reformed with an aim to meet the requirements of the day and especially the expectations of the society, in line with the novelties and developments in learning and teaching theories and approaches. Particularly since the early 2000s, the Ministry of National Education has been engaged with curriculum renewal activities as in previous years. Due to the fact that the curricula are a significant element of education process, each change and arrangement is closely monitored by the scholars as well as by all the circles of the society. The recent curriculum change in Turkey was effected upon collecting views of all the circles of the society unlike the previous years. In that scope, there have been a total of 17 amendments and arrangements in the High School Geography Teaching Program between the years 1923 and 2018 as with all the courses at each educational level. A review of the geography teaching programs suggests that very important and radical changes were made especially in certain periods. In that respect the teaching program as put into effect in 2005 can be considered an important milestone for it involved in quite radical changes. The changes until the above date were usually comprised of adding, omitting or replacing certain topics. Furthermore, it is understood that the previous geography teaching programs more focused on the physical geography topics. Geography is composed of two basic axes. One of them is the natural environment and the other is the human being. Therefore, topics on nature and humanity must sufficiently be incorporated into the teaching programs regardless of the level of education. Although humanity and its activities are among the most important topics of geography, it is understood that human geography topics covering the humanity and its activities were not adequately included in the teaching programs prior to 2005. In consideration of the above, the aim of the present study is to assess the place of “population” topics among the human geography topics in the High School Geography Teaching Programs from past to present.

Key words: Geography curricula, Turkey, High school, Population,

Determining gifted students' futuristic science-technology application images for lesson-workshop-project enrichments

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The individuals processing information more rapidly than their peers called as gifted students (National Policies of Science & Arts Centers for the Gifted Students, 2016). Because gifted students accelerate more rapidly than their peers, gifted students' education requires daily challenge in their specific areas of talent, opportunities for working independently in their areas of passion and talent, various forms of subject-based and grade-based educational needs, opportunities for learning with like-ability peers, specific curriculum areas (Rogers, 2007). These requirements lead to the specific term of enrichment which refers programming options. Enrichment offers access to topics that the gifted students would typically not study in their regular school offerings. The goal of enrichment classes is to allow these students to engage with a subject in more depth than they would in a traditional classroom. (Subotnik, Olszewski-Kubilius & Worrell, 2011). So the purpose of this research is to determine gifted students' futuristic science-technology application images for giving advices lesson-workshop-project enrichments. In the literature there have been researches determining gifted students' scientist images (Camci-Erdogan, 2013a; Camci-Erdogan, 2013b; Demirbas, 2009; Kemaneci, 2012) but researches determining gifted students' futuristic science-technology application images could not be encountered in the literature. Thus, the importance of this research is to contribute to the gap in the literature. Thus the research's question was constructed as 'What are the gifted students' futuristic science-technology application images?'

This investigation was conducted with 25 gifted students in the 2017-2018 academic year at a school for the gifted. The qualitative design was used in this research. The worksheets which made gifted students draw and explain their futuristic science-technology application images were used as data collecting tools. The worksheets' content validity was checked on the basis of 'National Policies of Science and Art Centers for the Gifted Students, 2016' by the two researchers. During the application of the research, the gifted students were given enough time -40 minutes- for drawing and explaining their futuristic science-technology application images. The content analysis was utilized for the gathered data. For the reliability of the data collecting tools, coding and categorizing consistency between the two researchers, determined as %95, was used. The cross-content analysis whether the categories consisted of all the codes or not was utilized too (Erickson, 2004).

At the end of the research, it was found that the gifted students' made innovational (f: 11) and revisional (f: 13) drawings about futuristic science-technology applications. Their drawings consisted of futuristic astronomy, chemistry, physics and technology-design disciplines' applications. For example a gifted student's drawing consisted of a perfume machine just as the coffee machine. One of the student's drawing was categorized as irrelevant drawing. This research's findings were thought to be premise for lesson-workshop-project enrichments of the gifted education for the gifted educators and researches.

Key words: Education of the gifted, images, futuristic science-technology applications

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A45

The Social Support Satisfaction Situations of Mothers Who Have Children with Hearing Impairment and Speech and Language Disorder

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Abstract

It was aimed to examine determining the satisfied with social support of mothers with children who have hearing impaired-speech and language disorders.152 mothers from two special education and rehabilitation centers which give special education in the field of hearing impaired-speech and language disorders department in Ankara constitutes the sample at the research.The data has been gathered by the “YASDÖ” developed by the Kaner (2010) and General Information Form developed by the researcher. Percentage, median, Kolmogrov Smirnov,Student T,Anova, Bonferroni, LSD Tests have been used in the assesment at the data. In the study, scores of university graduates, mothers with a minimum wage, middle socioeconomic status,male children and one child were found to be significantly higher($p < 0.05$).In result of the research, suggestions to researchers, families and professional have been offered.

Keywords: hearing impaired, speech-language disorders, social support, satisfaction

A46

Strategic Leadership in Centralized Education Systems: The Possible Dimensions

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Abstract

In this study, focusing the possible dimensions I suggested a strategic leadership approach in centralized education systems. First I established a conceptual framework by the term of strategy and it's preparation process, leadership process, and the nature of the schools managed centrally. Then, I focused on the question of "what can be the possible dimensions of a strategic leadership in centralized education systems? ". In this respect, the possible dimensions of the strategic model that I offered were as follows: Determining paradigm of the strategy, developing Strategic aims, focusing on the practitioners of the strategy, including various stakeholders into the preparing strategy, pay attention to the obstacles and risks, focusing processes rather than tools, and a new discourse. To enlighten the conceptual model, the explanations for each dimension were also given.

Keywords: Strategic leadership, education systems, education policies

A47

Spotting the place of the topic statement in paragraphs in foreign language teacher education

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Abstract

A topic sentence, which is also referred to as a focus sentence, is the most important sentence in a paragraph since it helps to the organization of the paragraph by summarizing the information in the paragraph via skimming and scanning. Finding the place of the topic statement in a paragraph is crucial because it essentially tells readers what the rest of the paragraph is about pertaining to unity and coherence. In terms of freestanding unit of discourse, there are five ways of placing it. In this presentation, how the participants (N=52), who were low intermediate English majors at a foundation university, found out the five possibilities of the placement of the topic sentence in a paragraph. As a descriptive study, a pretest and posttest design was utilized. The participants' success rate was % 29 for the pretest. After a concentrated practice of 6 hours on finding the place of the topic sentence, their overall success rate came up to % 49 in the posttest, being not a satisfactory result. Apparently, they needed a 3-hour further treatment.

Keywords: focus sentence, topic discrimination, unity, coherence, skimming, scanning